U.S. Department of Education   **September 2003**

2003-2004 *No Child Left Behind—Blue Ribbon Schools Program* Cover Sheet

Name of Principal   Mr. David Lockett
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name   Jefferson Elementary School
(As it should appear in the official records)

School Mailing Address   1800 East Ave.
(If address is P.O. Box, also include street address)

  Stevens Point,   WI   54481-3709
City   State   Zip Code+4 (9 digits total)

Tel. (715)   345-5418   Fax (715)   345-7352

Website/URL   http://www.wisp.k12.wi.us   E-mail dlockett@wisp.k12.wi.us

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

_____   Date__02/05/04_____
(Principal's Signature)

Name of Superintendent* Dr. David Schuler
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Stevens Point Area Public School District   Tel. (715) 345-5444

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

_____   Date_____
(Superintendent's Signature)

Name of School Board
President/Chairperson   Mr. Michael O'Meara   .
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

_____   Date_____
(School Board President's/Chairperson's Signature)

*Private Schools: If the information requested is not applicable, write N/A in the space.

PART I - ELIGIBILITY CERTIFICATION

[Include this page in the school's application as page 2.]

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)

2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2003-2004 school year.

3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.

4. The school has been in existence for five full years, that is, from at least September 1998.

5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.

7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: <u>10</u>   Elementary schools
    <u>N/A</u> Middle schools
    <u>2</u>___ Junior high schools
    <u>1</u>_____ High schools
    <u>1</u>_____ Other (Briefly explain) (Alternative High School)

    <u>14</u>___ TOTAL

2. District Per Pupil Expenditure: ___<u>7,689.00</u>_____

    Average State Per Pupil Expenditure: _<u>10,148 .00</u>_____

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

    [   ] Urban or large central city
    [   ] Suburban school with characteristics typical of an urban area
    [   ] Suburban
    [X] Small city or town in a rural area
    [   ] Rural

4. __<u>0</u>___ Number of years the principal has been in her/his position at this school.

    __<u>3</u>___ If fewer than three years, how long was the previous principal at this school?

5. Number of students enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total		Grade	# of Males	# of Females	Grade Total
K	18	24	**42**		**7**			
1	18	34	**52**		**8**			
2	23	17	**40**		**9**			
3	24	15	**39**		**10**			
4	19	22	**41**		**11**			
5	11	16	**27**		**12**			
6	19	19	38		Other			
				TOTAL STUDENTS IN THE APPLYING SCHOOL →				279

6. Racial/ethnic composition of   72.8   % White
the students in the school: 2.9   % Black or African American
                                       4.3   % Hispanic or Latino
                                       18.6   % Asian/Pacific Islander
                                       1.4   % American Indian/Alaskan Native

100% Total

7. Student turnover, or mobility rate, during the past year: ___55.5_____%

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

(1)	Number of students who transferred *to* the school after October 1 until the end of the year.	75
(2)	Number of students who transferred *from* the school after October 1 until the end of the year.	75
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	150
(4)	Total number of students in the school as of October 1	270
(5)	Subtotal in row (3) divided by total in row (4)	.56
(6)	Amount in row (5) multiplied by 100	56%

8. Limited English Proficient students in the school: __20_____%
                                                     __55___Total Number Limited English Proficient
Number of languages represented: _3_____
Specify languages: Russian, Spanish, Hmong

9. Students eligible for free/reduced-priced meals: _____52_____%

                                       __140_____Total Number Students Who Qualify

If this method does not produce a reasonably accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: ___22_____%

                                           ____59_____Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

____Autism	_1_ Orthopedic Impairment
_0_ Deafness	_3_ Other Health Impaired
_0_ Deaf-Blindness	_18_ Specific Learning Disability
_0_ Hearing Impairment	_26_ Speech or Language Impairment
_0_ Mental Retardation	_0_ Traumatic Brain Injury
_0_ Multiple Disabilities	_0_ Visual Impairment Including Blindness

11. Indicate number of full-time and part-time staff members in each of the categories below:

Number of Staff

	Full-time	**Part-Time**
Administrator(s)	_1_	_____
Classroom teachers	_18_	_____
Special resource teachers/specialists	_16_	_____
Paraprofessionals	_1_	_____
Support staff	_16_	_____
Total number	_52_	_____

12. Average school student-"classroom teacher" ratio: _15_

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Daily student attendance	97	96	97	97	96
Daily teacher attendance	95	94	96	95	95
Teacher turnover rate	3	1	2	1	2
Student dropout rate	n/a	n/a	n/a	n/a	n/a
Student drop-off rate	n/a	n/a	n/a	n/a	n/a

PART III - SUMMARY

Provide a brief, coherent narrative snapshot of the school in one page (approximately 475 words). Include at least a summary of the school's mission or vision in the statement.

Jefferson Elementary School located in Stevens Point, WI. Jefferson is a neighborhood elementary school located in the heart of Stevens Point and all students are within walking distance. Of the 8000 students district wide, 285 currently attend Jefferson School. Currently Jefferson School offers: Title I, Speech and Language, Reading Recovery, English as a Second Language, Emotionally/Behaviorally Disturbed, and Learning Disabilities programming & services for the student population.

Seventeen percent (17%) of the school population is from minority households, mainly Hmong & Hispanic. Fifty one percent (51%) of Jefferson students are eligible for free and reduced lunch. School family data show Jefferson households have median family incomes of $20,000 creating the need for lunch aid. This is nearly triple the state average of 18% needing to be in free lunch programs. The schools population is semi-transient having 25% mobility which when translated means specifically, 71 student entries and 76 student withdrawals during school year 2002-2003. Jefferson school has performed well on the 4th grade WKCE Reading test having 88% of our students performing in the advanced/proficient range compared to the district average of 84% and the state average of 74%. The mission of Jefferson School is to offer a multi-disciplinary and integrated curriculum where arts education enhances the academic content areas.

Recently Jefferson Elementary School received funding to become a charter school for the arts. The mission of Jefferson School for the Arts is to immerse students in an integrated arts experience to enrich their developmental experiences and provide arts experiences and provide arts experiences to promote school success and exposure that may otherwise be limited by low socioeconomic stats or other minority issues. Our school seeks to create experiences in theater, drama, visual & musical arts, adventure education, & community performances to allow children divergent exposure to the arts, full of possibilities. The GOAL of Jefferson School for the Arts will be to integrate arts concepts and enrichment activities to enhance, expand, and modernize the academic delivery model.

Our new mission statement is currently under review and has the following components in its philosophy and intent:

> *Jefferson School of the Arts fosters a nurturing, risk free, and stimulating environment for all learners through arts integration. At Jefferson School of the Arts students' academic achievement will be enhanced by:*
> - *Exploring learning in creative ways*
> - *Integrating arts into the curriculum*
> - *Celebrating diversity*
> - *Broadening life experiences.*

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Describe in one page the meaning of the schools assessment results in reading and mathematics in such a way that someone not intimately familiar with the tests can easily understand them.

All students in Wisconsin schools are tested annually at the fourth grade level on the Wisconsin Knowledge and Concepts Exam. The students are tested on their acquired knowledge in the areas of Math, Science, Social Studies, Reading and Language Arts. Provided in this application are the Jefferson School results for the WKCE examination for the years beginning with the 1998-99 school year and extending to the 2002-03 school year. The Jefferson School results include two subgroups within our building. The results are additionally compared against state results. The students at Jefferson School did an outstanding job on the most recent 2002/03 WKCE Exam. There were 63,390 fourth grade students tested statewide last year. In the Stevens Point Schools, 449 full academic year students took this test and of those, 27 students were from Jefferson Elementary School. The goal of the testing program is to eventually have all students in the state reach a 100% proficient rating on this test. Enclosed is the hard copy of this application in a chart including the results from the WKCE state report. Additionally the raw data reported by the state in all categories and a sub groups are provided in the hard copy of this application. The following paragraphs summarize the highlights of that data.

Specific Jefferson Highlights demonstrate a trend in improvement beginning in 1998-99 in every identified area. Additionally Jefferson School has excluded a very low percentage of students from this test in an environment with a high percentage of students demonstrating socio-economic challenges and special needs. In fact, 100% of the students at Jefferson school were at or above the advanced/proficient level and no students were excluded from this test in the 2002-03 school year. In specifically identified subgroups ranging from economically disadvantaged to specific disabilities Jefferson School has shown improvement in all areas of the WKCE test. Our largest subgroup of Socio-economically disadvantaged students making up 45% of our population, 100% of the students were above proficient and 42% at or above advanced. When specifically compared to the WKCE results for the entire state, Jefferson School began in 1998-99 in some categories at or below the state average but 5 years later are above the state average in every category. For instance, in 1998-99 47% of students in the economically disadvantaged subgroup at Jefferson School scored at or above proficient compared to 60 % at the state average. In 2002-03 100% of the students at Jefferson school in the economically disadvantaged category outperformed the state average of 67%. Beginning in 1999-2000 Jefferson school scored above the national average at or above the proficient level.

As the results show, students at Jefferson School scored, on average, significantly higher than all state fourth graders taking this test and well above the district average of fourth graders taking the WKCE. Jefferson led the district with the top percentage of students scoring proficient and/or advanced in Reading and Math on last years test. These test score percentages certainly represent a high level of excellence on the part of students, staff and parents at Jefferson School.

PART IV – INDICATORS OF ACADEMIC SUCCESS - Continued

2. Show in one-half page how the school uses assessment data to understand and improve student and school performance.

> The district process utilized to incorporate test score data into student improvement begins with school data retreats. Here, each school is involved in a process driven by central office and the curriculum and instruction department. Each year data from the state 4th, 8th, and 10th grade testing is blended into a school improvement process that additionally takes into account forms of student assessment like in-district tests, teacher evaluation, norm referenced tests, school wide needs, and other day to day school functions. The school improvement plan is submitted to the district office and is used to prioritize budget decision- making processes.

> Within the data, gaps and subgroups are identified and needs assessments are identified as part of this process. For instance 45-50% of our students are eligible for free and reduced lunch which drove the decision to sponsor lighted schoolhouse programs like Latchkey, Great Escape, Girls night Out, Adventure Education, Home Work Assistance Centers, & Morning Breakfast programs to identify a few. Student Achievement Guarantee in Education (SAGE) has been an integral part of the long term needs assessment driven by the data collected and the identified objectives of this program.

3. Describe in one-half page how the school communicates student performance, including assessment data, to parents, students, and the community.

> Our formula to communicate to parents and the community at large in our attendance area takes various forms.   Due to the diverse nature of our clientele and state/local regulations, the Wisconsin Knowledge & Concepts Examination (WKCE) is reported on the district web site as well as in the local media annually. The school district also produces a quarterly news report that highlights the results of the WKCE for this school and other schools in the district during the 3rd quarter of the year. Internal to our school, multiple methods are used to communicate student progress. Traditional and portfolio conferences, report cards, bi-monthly newsletters, the school web page, and ongoing teacher to parent dialogue are utilized to inform parents as to the progress of their children. Once a week our Student Services Team (SST) meets to discuss specific students experiencing academic, social, or emotional challenges and conversely those in need of academic acceleration. As a result of this meeting plans or interventions are developed and then discussed with parents and implemented.

4. Describe in one-half page how the school will share its successes with other schools.

> The staff at our school attributes much of our student's academic success to low student to teacher ratios, which has been supported by the school district leadership. Part of the requirement for this funding of our new charter school is to disseminate successful aspects of the program to other district schools as well as schools in the state of WI and around the country. An additional requirement of our recently approved charter school grant is developing a brochure that not only highlights future direction but past success and excellence.

PART IV – INDICATORS OF ACADEMIC SUCCESS – Continued

4. Describe in one-half page how the school will share its successes with other schools. - continued

Staff is committed to excellence, and will continue to attend and present our success at conventions, in-services, and workshops at the local, regional, state, and national level. Our web page is representative of our commitment to inform our local stakeholders as well as individuals or programs interested in modeling our school. For instance, schools around the state come to Stevens Point Schools, and in particular Jefferson School, to model the after school adventure program we have developed to meet the social emotional needs of our students. This program was highlighted in a book chapter published in the fall of 2003 and has already received national and international recognition. Our local media has been zealous in their support of our school when reporting our activities and successes to the community.

PART V – CURRICULUM AND INSTRUCTION

1. Describe in one page the school's curriculum. Outline in several sentences the core of each curriculum area and show how all students are engaged with significant content based on high standards.

Jefferson School strives to provide the best possible education for all students. Our vision is to provide a nurturing, risk free and stimulating environment for all learners focused on arts integration. We enhance students' academic achievement by exploring learning in creative ways, integrating arts into the curriculum, celebrating diversity and broadening life experiences.

Our curriculum is aligned with the state standards and meets or exceeds these requirements. The curriculum has been developed with the flexibility necessary for all students to function in a rapidly evolving educational system. With the diverse student population at Jefferson School this flexibility is demonstrated through the talents of its highly trained staff.

Our students are active learners. They are given every opportunity to gain information through their individual learning styles. Hands-on and multi-sensory approaches to learning are common at Jefferson School. Examples include bringing in a guest speaker, a World War I veteran, to solidify important points about the war. In science, using deer hearts to allow students to fully understand the working of the circulatory system have had a powerful effect on student learning. Staff at Jefferson school work diligently to provide the background knowledge to our students that is so important to close the experience gap and foster future learning. Jefferson School has an increasingly diverse population and the staff must not only meet the socioeconomic and language needs of its students but also come to terms with the cultural backgrounds of each child. Links are made with families to establish a social network of support. This support builds readiness skills, homework assistance, social service referrals, and parenting skills. Each staff member has high expectations for his/her students. This is demonstrated in the adaptations and modifications that are made to increase school performance.

The curriculum has been developed as a living document that evolves with the changes in the global society. It is an ongoing spiral where each year student's knowledge is expanded and previous knowledge is linked to new learning. It is a blueprint for educational concepts that are delivered in a culturally sensitive environment. With high expectations our students become problem solvers and independent learners.

PART V – CURRICULUM AND INSTRUCTION - CONTINUED

2. Describe in one-half page the school's reading curriculum, including a description of why the school chose this particular approach to reading

> Jefferson School's Reading program has focused on Balanced Literacy with an underlying "to", "with" and "by" framework – reading and writing *to* the students, reading and writing *with* the students, and reading and writing *by* the students.
>
> The major components of a Balanced Literacy framework include:
>
> | | |
> |---|---|
> | Interactive read alouds | Write alouds |
> | Shared reading | Shared writing |
> | Guided reading | Guided writing |
> | Independent reading | Independent Writing |
> | Word Work | |
>
> The "balance" in Balanced Literacy goes beyond these components and exists in teaching decisions, material choice, and grouping structures. Teaching strategies and learning activities are designed to meet the needs of all students. Choice of materials is balanced using basal readers, leveled books, picture books, novels, and informational texts. Staff has worked on building excellent classroom libraries to offer choice and opportunity for students to spend the majority of their time reading "just right" materials. Grouping structures are balanced and flexible ranging from individual to small group to whole group.
>
> Staff Development has a major impact on the success of Jefferson's language arts program. Staff members attend workshops, read professionally, and discuss and share information to improve practices.
>
> Jefferson School has excellent literacy support. Reading Recovery is a successful early intervention program for the most struggling first grade readers. Title 1 and Learning Disabilities classes are an integral part of support for students and are balanced with pullout and inclusion models.
>
> The heart of the literacy program is not a program or a curriculum guide, but in the teacher's knowledge of the reader and writer, the reading and writing process and decision-making which reflects the art of teaching. The Jefferson staff demonstrates this expertise daily, providing a balanced learning experience for its students.

3. Describe in one-half page one other curriculum area of the school's choice and show how it relates to essential skills and knowledge based on the school's mission.

> Our school has recently started a formal process to integrate the research base surrounding Developmental Assets (Search Institute) into the mainstream fabric of our schools character development program. At the core of this initiative is the notion that school needs to be a safe learning environment and this begins with the students. According to the Champions of Change research students from low socioeconomic status benefit greatly from a curriculum laced with movement, drama, theater, visual art, musical arts, and arts education. Our movement education program is multi-modal, involving students in school day as well as after school programs. An example of this integration involves our physical education program that utilizes adventure teambuilding programs to provide opportunities for students to rehearse responsibility, trust,

3. Describe in one-half page one other curriculum area of the school's choice and show how it relates to essential skills and knowledge based on the school's mission. - Continued

teamwork, and problem solving skills. In concert with our mission statement it would common for the Physical Education instructor to utilize mats in the gym to create flat representation of the world in order for students to combine fitness and geography by playing tag around the world. Brain based research states that this type of procedural memory is very robust and students readily retain the information presented. Physical education programs then reinforce 4th grade social studies curriculum.

4. Describe in one-half page the different instructional methods the school uses to improve student learning.

Our teaching staff utilizes a variety of teaching methods to meet the needs of our very diverse student population. Lower primary teachers employ writing techniques outlined by Lucy Calkins and this effort extends into the middle and upper primary. Our assessment program combines traditional methods as well as portfolio development for students. A typical scene in the first grade would be characterized by a teacher blending math computation, poetry, prediction, weather, and social skill into the morning calendar event. The research surrounding peripheral wall props is very compelling and this method is not only effective by engaging for the children. Our 5 & 6th grade social program uses guest speakers from the WWII time frame to bring life to the content. 4th graders travel to the state capitol and other historical sites to reinforce WI history and government. Beginning in the 4th grade with strings and extending into 5/6th grade band, orchestra, and chorus students are exposed to the teamwork and dedication necessary to be involved in musical productions. Our visual arts program highlights student's work in our school as well locally in the public library and art gallery.

5. Describe in one half page the school's professional development program and it's impact on improving student improvement.

Beginning with the district staff development program, staff has multiple opportunities to train in new areas. This year the AIMS math program, Lucy Calkins Writing program, Brain based research, and technology (video editing, desk top publishing, web page development, etc) has been highlighted as internally sponsored programs. The district additionally has made a strong commitment to fund travel to state and national workshops and conventions. For example this year a significant team is attending the effective schools conference in Arizona this year. With our charter school planning grant our school has teams attending training in music in the classroom, character development, visual arts, integrated curriculum, technology, brain based learning, multiple intelligences, and specific subject areas development initiatives. In our effort to improve our instructional practice we have funded various consultants this year beginning with Harry Wong as our Keynote address for the opening in-service.

JEFFERSON SCHOOL READING PROFICIENCY

4 TH GRADE READING _Testing month_	2002-**03** November	2001-**02** February	2000-**01** February	1999-**00** February	1998-**99** February
Jefferson Elementary School RESULTS					
% _At or Above_ Basic	100	92	92	91	83
% _At or Above_ Proficient	**100**	**80**	**80**	**82**	**67**
% _At_ Advanced	46	15	24	29	23
Number of students tested	26	34	34	34	43
Percent of total students tested	100	94	85	91	83
Number of students excluded	0	2	5	3	7
Percent of students excluded	0	6	15	9	17
SUBGROUP RESULTS					
1. Economically Disadvantaged (specify subgroup)					
% _At or Above_ Basic	100	82	85	100	65
_% At or_ Above Proficient	100	69	71	100	47
% _At_ Advanced	42	0	14	8	12
Number of students tested	12	16	7		17
2. Disabilities_____(specify subgroup)					
% _At or Above_ Basic	100	82	85	100	65
% _At or Above_ Proficient	100	69	71	100	47
% _At_ Advanced	42	0	14	8	12
Number of students tested	12	16	7		17
WISCONSIN RESULTS 4TH GRADE READING:					
% At or Above Basic	92%	90%	89%	89%	90%
% _At or Above_ Proficient	**80%**	**79%**	**77%**	**77%**	**78%**
% _At_ Advanced	40%	18%	17%	15%	16%
WI Economically Disadvantaged Sub-group **% At or Above Proficient**	67%	63%	60%	60%	60%
WI _Mean Scale Score_	646.0	654.7	654.0	652.8	653.7
WI _Standard Deviation_	37.1	35.9	36.9	34.4	35.1
WI _Median Scale Score_ at 50th Percentile Rank	646.1	656.0	653.8	654.0	654.3
WI Normal Curve Equivalent at Median Scale Score	59.1	59.7	57.5	57.7	57.9
National % At or Above Proficient	N/A	65%	63%	63%	63%

Schools could also include their local Mean or Median Scale from the _Evaluation_ or _Scale Score Summary_ (name changed in 2002-03).

Proficiency rates should report Full Academic Year (FAY) students in the proficiency rates above since FAY is disaggregated in reports.

Show only largest subgroup(s) at the grades tested (if any; at least 10 students per subgroup), some _examples_:

(a) Economically Disadvantaged (e.g., eligible for free and reduced meals, not eligible for free and reduced meals),

(b) Ethnicity (_e.g.,_ White, Black or African American, Hispanic, Asian/Pacific Islander, or American Indian/ Alaskan Native), _or_ Students of Color (combined small groups),

(c) Students with Disabilities, or

(d) Limited English Proficient (_English Language Learner_

JEFFERSON SCHOOL MATH PROFICIENCY

4ᵀᴴ GRADE MATH *Testing month*	2002-**03** November	2001-**02** February	2000-**01** February	1999-**00** February	1998-**99** February
Jefferson Elementary School **RESULTS**	100	92	94	100	84
% *At or Above* Basic	96	18	85	91	65
% *At or Above* Proficient	**54**	**86**	**41**	**38**	**28**
% *At* Advanced	54	86	41	38	28
Number of students tested	26	34	34	34	43
Percent of total students tested	100	91	94	91	83
Number of students excluded	0	3	2	3	7
Percent of students excluded	0	9	6	6	17
SUBGROUP RESULTS					
1. Economically Disadvantaged (specify subgroup)					
% *At or Above* Basic	99	82	100	100	65
***% At or* Above Proficient**	91	69	86	100	36
% *At* Advanced	33	27	29	15	12
Number of students tested	12	16	7	13	17
2. Disabilities _____ (specify subgroup)					
% *At or Above* Basic	n/a	n/a	100	n/a	89
% *At or Above* Proficient	n/a	n/a	89	n/a	33
% *At* Advanced	n/a	n/a	17	n/a	11
Number of students tested	1	4	6	5	9
WISCONSIN RESULTS 4ᵀᴴ GRADE MATH:					
% At or Above Basic	82%	92%	91%	94%	93%
% *At or Above* Proficient	**71%**	**69%**	**65%**	**75%**	**74%**
% *At* Advanced	30%	25%	21%	31%	30%
WI Economically Disadvantaged Sub-group **% At or Above Proficient**	52%	49%	45%	56%	55%
WI *Mean Scale Score*	631.6	639.0	635.7	645.3	644.0
WI *Standard Deviation*	33.1	33.1	32.8	32.6	31.6
WI *Median Scale Score* at 50ᵗʰ Percentile Rank	632.6	640.3	636.4	645.5	642.7
WI Normal Curve Equivalent at Median Scale Score	61.0	58.2	56.3	61.5	59.8
National % At or Above Proficient	N/A	55%	54%	54%	54%

Schools could also include their local Mean or Median Scale from the *Evaluation* or *Scale Score Summary* (name changed in 2002-03).

Proficiency rates should report Full Academic Year (FAY) students in the proficiency rates above since FAY is disaggregated in reports.

Show only largest subgroup(s) at the grades tested (if any; at least 10 students per subgroup), some *examples*:

(e) Economically Disadvantaged (e.g., eligible for free and reduced meals, not eligible for free and reduced meals),

(f) Ethnicity (*e.g.,* White, Black or African American, Hispanic, Asian/Pacific Islander, or American Indian/ Alaskan Native), *or* Students of Color (combined small groups),

(g) Students with Disabilities, or

(h) Limited English Proficient (*English Language Learner*

WISCONSIN READING PROFICIENCY SUMMARY

WISCONSIN READING RESULTS	2002-**03**	2001-**02**	2000-**01**	1999-**00**	1998-**99**
Testing month	November	February	February	February	February
WI 4TH GRADE READING:					
% At or Above Basic	92%	90%	89%	89%	90%
% *At or Above* Proficient at Grade 4	**80%**	**79%**	**77%**	**77%**	**78%**
% *At* Advanced	40%	18%	17%	15%	16%
WI Economically Disadvantaged Sub-group **% *At or Above* Proficient** at Grade 4	67%	63%	60%	60%	60%
WI *Mean Scale Score*	646.0	654.7	654.0	652.8	653.7
WI *Standard Deviation*	37.1	35.9	36.9	34.4	35.1
WI *Median Scale Score* at 50th Percentile Rank	646.1	656.0	653.8	654.0	654.3
WI Normal Curve Equivalent *at Median Scale Score*	59.1	59.7	57.5	57.7	57.9
National % *At or Above* Proficient at Grade 4:	N/A	65%	63%	63%	63%
WI 8TH GRADE READING:					
% At or Above Basic	92%	86%	84%	86%	86%
% *At or Above* Proficient at Grade 8	**83%**	**74**%	**73**%	**74**%	**74**%
% *At* Advanced	39%	28%	24%	17%	17%
WI Economically Disadvantaged Sub-group **% At or Above Proficient** at Grade 8	65%	51%	49%	52%	51%
WI *Mean Scale Score*	686.9	689.9	694.2	690.7	690.4
WI *Standard Deviation*	36.0	33.8	37.8	33.4	33.4
WI *Median Scale Score* at 50th Percentile Rank	688.8	692.9	695.7	691.9	690.8
WI Normal Curve Equivalent *at Median Scale Score*	59.8	59.2	60.6	58.6	57.9
National % *At or Above* Proficient at Grade 8:	N/A	53%	54%	54%	54%
WISCONSIN RESULTS 10TH GRADE READING:					
% At or Above Basic	85%	83%	86%	85%	84%
% *At or Above* Proficient at Grade10:	**71%**	**60%**	**69%**	**69%**	**68%**
% *At* Advanced	52%	23%	33%	24%	25%
WI Economically Disadvantaged Sub-group **% At or Above Proficient** at Grade10:	50%	37%	45%	43%	43%
WI *Mean Scale Score*	718.3	704.9	714.6	707.4	707.9
WI *Standard Deviation*	42.3	39.0	36.4	32.2	32.8
WI *Median Scale Score* at 50th Percentile Rank	714.5	704.7	714.5	711.1	714.2
WI Normal Curve Equivalent *at Median Scale Score*	66.5	60.1	63.6	61.7	63.5
National % *At or Above* Proficient at Grade10:	N/A*	42%	46%	46%	46%

*Not Available: The *Wisconsin Knowledge & Concepts Examinations* (WKCE) at 10th Grade is a Wisconsin customized test utilizing a *TerraNova*-like scale. Therefore, no national data are available for comparisons.

WISCONSIN MATHEMATICS PROFICIENCY SUMMARY

WISCONSIN MATHEMATICS RESULTS	2002-**03**	2001-**02**	2000-**01**	1999-**00**	1998-**99**
Testing month	November	February	February	February	February
WI 4ᵀᴴ GRADE MATHEMATICS:					
% At or Above Basic	82%	92%	91%	94%	93%
% *At or Above* Proficient at Grade 4	**71%**	**69%**	**65%**	**75%**	**74%**
% *At* Advanced	30%	25%	21%	31%	30%
WI Economically Disadvantaged Sub-group **% *At or Above* Proficient** at Grade 4	52%	49%	45%	56%	55%
WI *Mean Scale Score*	631.6	639.0	635.7	645.3	644.0
WI *Standard Deviation*	33.1	33.1	32.8	32.6	31.6
WI *Median Scale Score* at 50ᵗʰ Percentile Rank	632.6	640.3	636.4	645.5	642.7
WI Normal Curve Equivalent *at Median Scale Score*	61.0	58.2	56.3	61.5	59.8
National % *At or Above* Proficient at Grade 4:	N/A	55%	54%	54%	54%
WI 8ᵀᴴ GRADE MATHEMATICS:					
% At or Above Basic	86%	79%	79%	80%	80%
% *At or Above* Proficient at Grade 8	**73%**	**44%**	**39%**	**42%**	**42%**
% *At* Advanced	26%	16%	13%	14%	14%
WI Economically Disadvantaged Sub-group **% *At or Above* Proficient** at Grade 8	49%	20%	16%	20%	19%
WI *Mean Scale Score*	704.9	709.6	708.3	710.4	709.9
WI *Standard Deviation*	41.1	44.8	42.0	42.5	41.8
WI *Median Scale Score* at 50ᵗʰ Percentile Rank	707.9	713.4	709.5	712.0	711.9
WI Normal Curve Equivalent *at Median Scale Score*	63.9	62.9	61.0	62.2	62.2
National % *At or Above* Proficient at Grade 8	N/A	24%	24%	24%	24%
WI 10ᵀᴴ GRADE MATHEMATICS:					
% At or Above Basic	81%	65%	69%	65%	63%
% *At or Above* Proficient at Grade 10	**69%**	**43%**	**46%**	**39%**	**38%**
% *At* Advanced	24%	16%	15%	11%	11%
WI Economically Disadvantaged Sub-group **% *At or Above* Proficient** at Grade 10	43%	20%	21%	16%	16%
WI *Mean Scale Score*	742.5	736.9	742.5	733.9	733.3
WI *Standard Deviation*	43.2	58.6	51.0	45.8	46.1
WI *Median Scale Score* at 50ᵗʰ Percentile Rank	745.2	738.7	743.3	735.9	734.3
WI Normal Curve Equivalent *at Median Scale Score*	71.2	65.6	67.4	63.7	62.9
National % *At or Above* Proficient at Grade 10	N/A*	20%	21%	21%	21%

*Not Available: The *Wisconsin Knowledge & Concepts Examinations* (WKCE) at 10ᵗʰ Grade is a Wisconsin customized test utilizing a *TerraNova*-like scale. Therefore, no national data are available for comparisons.

Note: Proficiency rates are based on 100% of the students enrolled at the tested grades (the WKCE the *Wisconsin Alternate Assessments,* and students not tested). However, scale scores and their derived scores (e.g., the Normal Curve Equivalent) are based on only those students taking the WKCE. The scale scores above are on the *Terra*Nova scales. Beginning in 2002-03, Wisconsin augmented the CTB/McGraw-Hill shelf tests to more completely cover the Wisconsin Model Academic Standards over time. To that end, several test questions have been added to the 4ᵗʰ & 8ᵗʰ grade Mathematics examinations. At Grade 10, however the entire test battery is a customized and the WKCE was anchored to the Level 20, *Terra*Nova scale during development.